



Dr. Jennifer McCormick
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

Working Together for Student Success

August 19, 2019

Mark Laughner
Greater Clark County Schools: #1010
2112 Utica Sellersburg Rd
Jeffersonville, IN 47130

Dear Mark Laughner,

Thank you for your recent renewal application for a 1003(g) School Improvement Grant under the ESEA. Congratulations, **River Valley Middle School's** renewal application was accepted and SIG funds will continue for SY 2019-2020.

In accordance with your application and available funding, you are being awarded **\$279,754.00** for the 2019-2020 school year. Funds for this grant period are available from July 1, 2019 and must be expended by September 30, 2020.

Federal Program Title I	School Improvement Grant
Federal Agency	U.S. Department of Education
Pass Through Agency	Indiana Department of Education
CFDA Number	84.377A
Award Name	School Improvement Grants
Award Number	S377A140015

The Title I §1003(g) School Improvement Grant award must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of the students at this school. Improvement funds must be tracked separately from all other Title I Grants. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement (this funding number must not be the same number as is used for the Title I Basic grant award). Because these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on improvement initiatives at that particular school.

We look forward to continuing our work with your team this school year. Please feel free to contact Dwayne Marshall at dmarshall2@doe.in.gov if you have any questions.

Sincerely,

Nathan Williamson
Director of Title Grants and Support
Indiana Department of Education

cc: Title I Program Administrator
SIG Coordinator
Principal



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Title I -1003(g) School Improvement Grant Renewal Application SY 2019-2020
Cohorts 6 - 8- Transformation Model

Part 1: Grantee Information

Instructions: Complete school and district information below.

School Corporation/ Eligible Entity	Greater Clark County Schools	Corp #	1010
School	River Valley Middle School	School #	883
Superintendent Name	Mark Laughner	Email	mldughner@gccschools.com
Title I Administrator Name	Dr. Kimberly Hartlage Melissa Bower	Email	khartlage@gccschools.com mbower@gccschools.com
Principal	Michelle Dyer	Email	mdyer@gccschools.com
Telephone	812-288-4848		
SY 2019-2020 Allocation	\$279,754.00		



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Part 2: Grant Award Information

Grant Award Timeline:

Renewal Application Release	Release application and guidance to LEAs	June 6, 2019
Application Due	Renewal application must be submitted to IDOE	July 8, 2019
Application Review	Renewal applications reviewed by IDOE	July 8, 2019 – August 30, 2019
Notification and Funds Available	Renewal awards will be finalized and funds will be available <i>*any school who is asked to resubmit any piece of their application will not have access to funds until final approval is given</i>	August 30, 2019
SY 18-19 Artifact Due	Outcome Artifact from SY 18-19 will be emailed to 1003g@doe.in.gov	June 30, 2019

Grant Award Resources:

- USED SIG information: <http://www2.ed.gov/programs/sif/legislation.html#guidance>
- Indiana SIG Award Information: www.doe.in.gov/sig

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Federal Agency:	U.S. Department of Education
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CFDA Number:	84.377A
Award Name:	School Improvement Grants
Grant Award Number:	S377A00190015A



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Instructions: Please complete the table below regarding who was involved with the grant process.

Staff Members Consulted and Part of the Renewal Application Process	
Name	Title
<i>Example: Mrs. Joan Smith</i>	<i>Example: Title I Resource Teacher</i>
Michelle Dyer	Principal
JT Cox	Assistant Principal
Melissa Bower	Director of Secondary Education
Patricia Armenta	Secondary Instructional Coach - Numeracy
Tammy Nuxoll	Secondary Instructional Coach – Literacy
Theresa Piazza	Academic Improvement Coordinator
Dawn Cunliffe	Instructional Coach

Part 3: LEA and School Assurances

Instructions: Certain terms and conditions are required for receiving funds under the School Improvement 1003g Grant and through the Indiana Department of Education (IDOE). Therefore, by signing the following assurances, the grantee agrees to comply with all applicable federal, state, and local laws, ordinances, rules and regulations, provisions and public policies required and all assurances in the performance of this grant as stated below.

The LEA/Eligible Entity must provide the following assurances in its application. The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.

- Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements (only need to check if school is choosing RESTART model)
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- Ensure that each Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Collaboration with the Teacher's Union, include letters from the teachers' union with each school application indicating its agreement to fully participate in all components of the school improvement model selected (n/a for charter schools)
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members.
- Establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Part 7 and in applicable federal and state laws and regulations.
- The Title I School Improvement funds will be used only to supplement and not supplant federal, state and local funds a school would otherwise receive.

- Prior written approval must be received from the Indiana Department of Education before implementing any project changes with respect to the purposes for which the proposed funds are awarded.
- Retain all records of the financial transactions and accounts relating to the proposed project for a period of three years after termination of the grant agreement and shall make such records available for inspection and audit as necessary.
- Provide ongoing technical assistance to schools identified for Title I School Improvement as they develop or revise their school improvement plan, and throughout the implementation of that plan.
- Coordinate the technical assistance that is provided to schools in Title I School Improvement. Assistance to schools may be provided by district staff or external consultants with experience and expertise in helping schools improve academic achievement.
- Expenditures contained in this Title I School Improvement Application accurately reflect the school improvement plan(s).
- Assist the school in analyzing results from the state assessment system and other relevant examples of student work. Technical assistance will be provided to school staff to enable them to use data to identify and solve problems in curriculum and instruction, to strengthen parental involvement and professional development, and to fulfill other responsibilities that are defined in the school improvement plan.
- The district will help the school choose and sustain effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to the implementation of instructional strategies. The chosen strategies must be grounded in scientifically based research and address the specific instruction or other issues, such as attendance or graduation rate, that caused the school to be identified for school improvement.
- The Indiana Department of Education may, as they deem necessary, supervise, evaluate, and provide guidance and direction to the district and school in the management of the activities performed under this plan.
- The schools and district shall adhere to Indiana Department of Education reporting and evaluation requirements in a timely and accurate manner.

By signing below, the LEA agrees to all assurances above and certifies the following:

- The information in this application is, to the best of my knowledge, true. The agency named here has authorized me, as its representative, to file this application and all amendments, and as such action is recorded in the minutes of the agency's meeting date.
- I have reviewed the assurances and the LEA understands and will comply with all applicable assurances for federal funds.
- I will participate in all Title I data reporting, monitoring, and evaluation activities as requested or required by the United States Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the IDOE, required audits by the state board of accounts, annual reports, and final expenditure reporting for the use of sub grant funds.



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- By submitting this application the LEA certifies that neither it nor its principals nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The term “principal” for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA.

The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State’s request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application.

Superintendent Signature:		Date:	7/1/2019
Title I Administrator Signature:		Date:	7/1/2019
Principal Signature		Date:	7/1/2019

Part 4: Achievement and Leading Indicators SY 18-19

SIG Achievement and Leading Indicators											
Achievement Indicators	Baseline SY 2015 - 2016*	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	39.1%		39.1%	40%	41%	45%	30.7%	48%			
Percent of students proficient on ISTEP (ELA) (3-8)	58.2%		58.2%	55%	58%	60%	54.4%	60%			
Percent of students proficient on ISTEP (Math) (3-8)	43.8%		43.8%	45%	48.1%	50%	42.2%	50%			
Percent of students proficient on IREAD (Spring Test Only) (3)- Elementary only	n/a		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Leading Indicators	Baseline SY 2015 - 2016*	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
1. Number of minutes in the School Yr. students are required to attend school	72,900		72,900	72,900	72,900	72,900	72,900	72,900	72,900	72,900	
2. Number of daily minutes of math instruction	50		50	50	50	50	50	50	60	60	
3. Number of daily minutes of ELA instruction	50		50	50	50	50	50	50	60	60	

4. Student attendance rate (must be % between 0 and 100)	95.1%		95.1%	95%	95.7%	96%	95.1%	95.7%	95%	96%	
Leading Indicators	Baseline SY 2015 – 2016 *	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
5. Truants – number of (unduplicated) students who have received truancy letters or action, enter as a whole number	20		20	25	40	30	33	30	32	30	
6. Expanded Learning Time (total number of hours offered)	38		38	38	38	100	148	178	150	175	
7. Number of discipline referrals	1294		1294	1000	1328	1100	1132	1000	988	100	
8. Discipline incidents – number of suspensions and/or expulsion	SUS-- 178 EXP-- 0	SUS-- EXP--	SUS-- 178 EXP-- 0	SUS-- 200 EXP-- 0	SUS-- 185 EXP-- 0	SUS-- 160 EXP-- 0	SUS--197 EXP-- 0	SUS-- 160 EXP-- 0	SUS-- 254 EXP-- 0	SUS-- 200 EXP-- 0	SUS-- EXP--
9. Distribution of teacher performance level on LEA's teacher evaluation system	IN-- IMP-- EFF-- HEFF--	IN-- IMP-- EFF-- HEFF--	IN-- IMP-- EFF-- HEFF--	IN-- 0 IMP-- 0 EFF-- 40 HEFF--11	IN-- 0 IMP-- 0 EFF-- 36 HEFF--15	IN-- 0 IMP-- 0 EFF-- 45 HEFF--12	IN-- 0 IMP-- 0 EFF-- 54 HEFF-- 3	IN-- 0 IMP-- 1 EFF-- 54 HEFF-- 2	IN-- 0 IMP-- 0 EFF-- 54 HEFF-- 3	IN-- 0 IMP-- 0 EFF-- 50 HEFF-- 7	IN-- IMP-- EFF-- HEFF--
10. Teacher attendance rate (must be a % between 0 and 100)	97.5%		97.5%	98%	96%	98%	96.4%	98%	94.6%	96%	
11. Teacher retention rate (must be a % between 0 and 100)	87%		87%	100%	85%	100%	99.3%	100%	99.4%	100%	



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***Baseline SY:** Please enter data from the school year prior to your first full year of implementation. Proceed to enter data from subsequent years following your baseline year to present. *I.e. If SY 16-17 was your first full year of implementation, please enter SY15-16 data in the Baseline column. Proceed to enter data for years SY 16–17 to present.*

Part 5: Analysis and Outcomes

Instructions: SIOT Activity: (Strengths, Improvements, Opportunities, and Threats)

- List school's primary strengths and weaknesses from SY 18-19—forces or barriers working for and against SIG implementation or school's mission
- List school's key opportunities and threats from SY 18-19—political, economic, social, technological, demographic, or legal trends that are or may impact school's ability to achieve SIG implementation or school's mission.
- What are the projected outcomes for SY 19-20 after completing the SIOT Analysis? Are there any opportunities we can take advantage of because of a strength? Are there any threats compounded by a weakness?

SIOT Analysis	
<p>Strengths:</p> <ul style="list-style-type: none"> • Multiple focused and flexible opportunities for extended learning for students • Multiple opportunities are teacher professional development • Resources are more readily available • Teaming for students • Transportation for after school programming • Completed construction and classroom doors have been installed • Counselor are assigned to a grade level and offices are within proximity to those grade levels 	<p>Areas of Improvement:</p> <ul style="list-style-type: none"> • Parent involvement • Ways to engage and educate families; possibly through the teaming model • Transition plan and activities for year to year and new students • Scheduling for ELL students for consistency • Increased focus on sub groups
<p>Opportunities:</p> <ul style="list-style-type: none"> • Proactive with 6 to 7 and 7 to 8 transition prior to the end of the school year (opportunities to meet teachers and counselors) • Flexibility of schedule to provide opportunities to meet student needs (advanced placement, intervention, team input, etc) • Professional development and collaboration opportunities for teachers • Sustainability of after school programming after the grant 	<p>Threats:</p> <ul style="list-style-type: none"> • Class sizes are still large • Scheduling issues; specifically related arts • Department consistency at each grade level • Loss of department planning time due to teaming



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Projected Outcomes for SY 19-20

- By the Spring of 2020, student achievement in English/Language Arts will increase to 65% based on additional professional development and resources provided to teachers and extended learning time for students.
- By the Spring of 2020, student achievement in Math will increase to 55% based on additional professional development and resources provided to teachers and extended learning time for students.
- By the Spring of 2020, teacher attendance will increase to 98% based on PowerSchool data due to an increase in incentives.
- By the Spring of 2020, the number of student referrals will decrease by 10%

Part 6: SIG Implementation SY 2019-2020

Instructions: IDOE has aligned the renewal application with Transformation principles and required/recommended interventions in column one below as Focus Areas. Please complete the entire table and align your SY19-20 action steps.

Focus Areas	Action Steps and Person(s) Responsible	Timeline	Budgeted Items	Measurable Outcomes
<i>SAMPLE: Increase learning time</i>	<i>SAMPLE: Meadows School will provide before and after school opportunities for all students to help increase student achievement called, Crunch Time. Person Responsible: Ms. Smith, Title I Interventionist</i>	<i>SAMPLE: Multiple Phases (Multiple Quarters)</i>	<i>SAMPLE: \$5,000 - Stipends</i>	<i>SAMPLE: The Crunch Time program will be tracked using a google spreadsheet to document what before/after school program students attended. This data will be compared to student achievement data.</i>
Develop School Leadership Effectiveness	<p>1) Leadership Implement process and guidelines for reviewing Transformation Principal effectiveness prior to full implementation</p> <ol style="list-style-type: none"> Analysis of Data: District, Principal and Technical Assistance Provider will use critical indicators from Principal Effectiveness and implementation data [implementation gauge; walkthrough observations; artifacts] to identify strengths and areas for additional support Feedback and Plan for Improvement based on Data Wise 8-Step Process: Establish tools and milestones for accomplishing goals <p>2) Implement the leadership structure that focuses on:</p> <ol style="list-style-type: none"> Building leadership capacity <ul style="list-style-type: none"> Implement “BLT” in a more strategic effort to analyze data from a range of resources in order to understand who our students are and why they are struggling Implement master schedule for collaboration that describe protocol and tools for 	<p>Q1-4</p> <p>Q1 - 4</p>	<p>\$4,000</p> <p>No SIG Funds</p>	<p>1) Leadership</p> <p>4 days supporting systems of Highly Effective Leaders. Mentor: Dr. Rhonda Roos \$1000/day</p> <p>The Principal and Assistant Principal will develop an action plan for 30, 60, 90, 120, 185, 200 days outlining objectives for Curriculum, Instruction, Assessment, Professional Development, and Operations Management. Principal will maintain data binder/portfolio of school performance for year.</p> <p>2) Implement the leadership structure</p> <p>Meeting agendas/minutes</p>

	<p>collaboration strengthening communication horizontally and vertically. Defining the documentation needed for data analysis</p> <ul style="list-style-type: none"> ○ Implement and model roles, responsibilities and goals of all leadership members [developing guidelines so that when new teachers come to River Valley they are able to understand the infrastructure of teacher leadership and increase capacity as a viable member] <p>3) Implement teacher leadership across the building:</p> <ul style="list-style-type: none"> ▪ Organize for collaborative work [norms; schedules; protocols; documentation] ▪ Build capacity for continuous improvement [PD for assessment literacy --- using data; PD about process --- 8-Step Process] ▪ Implement and model roles, responsibilities and goals of team members [developing guidelines so that when new teachers come to River Valley they are able to understand the infrastructure of a team and increase their capacity as a viable member] <p>4) Implement continuous school improvement process with <u>consistency and integrity</u>:</p> <p>Data Wise 8-Step Process:</p> <p>Step 1: Organize for Collaborative Work Step 2: Build Assessment Literacy Step 3: Create Data Overview Step 4: Dig into Data Step 5: Examine Instruction Step 6 : Develop Action Plan Step 7 : Plan to Assess Progress Step 8: Act and Assess</p>	<p>Q1 – 4</p> <p>Q1 - 4</p>	<p>\$5,884</p> <p>\$12,000</p>	<p>3) Implement teacher leadership</p> <p>Mini-grants for teachers (55 staff x \$100) for classroom resources, whiteboards and student engagement materials to demonstrate strategies learned as evidenced during teacher instructional walkthroughs.</p> <p>4) Implement continuous school improvement</p> <p>Stipends for data work and collaboration- 2 days at start and end of teacher contract – (14 Building Leadership Team members x 7 hours x hourly rate (approx. \$50/hr) x 2 days)</p> <p>Completed INSIP Plan</p>
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Develop Teacher Effectiveness	1) Implement system for supporting teacher effectiveness <ul style="list-style-type: none"> Implement an instructional framework based on key elements of lesson design that includes: Implement an instructional framework based on key elements of lesson design that includes: Aligned measurable and attainable objectives [daily learning target]; assessment [frequent checks] to gauge student learning, and to inform, monitor and differentiate instruction; sequence of instruction [GRR]; and multiple strategies and activities appropriately aligned to achieve the objective. Identify support for improving instructional framework based on observation feedback. Conduct weekly instructional observation walkthroughs based on implementation gauge to ensure fidelity of core strategies and its impact on student achievement Implement/provide support for improving instructional framework. 	Q1 - 4	\$35,000	RVMS Instructional Academy (6 ELA, 5 Math & 3 Project Based Learning) 30 staff x Hourly Rate (approx.. \$50/hr) x 3 hrs Student work samples and walkthrough data will be collected as evidence of integration of instructional strategies provided during Professional Development.
		Q1 - 4	\$1,650	Book Study books (55 staff members x \$30.00/book)
		Q1 - 4	Balanced Math Presenter (Kathleen Wilson) \$5,325 (2 days x \$2,250/day + \$825 travel expenses)	Balanced Math Teacher lesson plans will reflect Balanced Math framework including Daily Math Review, Conceptual units, Math Fact Fluency. Student DMR & common quarterly assessment data will be reviewed to influence instructional adjustments.
Implement Comprehensive Instructional Reform Strategies	1) Implement an Instructional Framework based on key elements of lesson design that includes <ul style="list-style-type: none"> Implement and schedule ongoing PD targeting best practices determined by observation data and student achievement. Implement and schedule appropriate PD to support staff in reflecting, revising, and evaluating classroom practices to improve learning outcomes. Analysis of data from PD evaluations and Data Wise process will be reviewed every month. 	Q1 - 4	\$108,000 Instructional Coach \$78,000 (195 day contract) Benefits \$30,000	1) Implement an Instruction Framework A Point of Contact Log will be kept by the Instructional Coach and will include student performance data. Benchmark data will be used to monitor trends in student growth.

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	<ul style="list-style-type: none"> Travel to Smekens: Writing Remix to build capacity in relevant writing strategies and approaches. Travel to Smekens Literacy Retreat to build capacity in relevant literacy strategies and approaches. 	<p>Nov. 24-26; Indianapolis, IN</p> <p>Nov. 4 -5; Indianapolis, IN</p> <p>June 2020: French Lick, IN</p>	<p>1 participant: Registration = \$327 Travel Expenses = \$479</p> <p>3 participants: Registration = \$1,347 Travel Expenses = \$520</p> <p>6 participants: Registration = \$2,880 Travel Expenses = \$855</p> <p>\$600</p>	<p>Registration for IASP Fall Conference: 1 participant (principal); Registration = \$327 Travel Expenses: Lodging = \$264 (\$132/night x 2 nights) ; Food = \$150 (Food per diem \$75/day x 2 days); Mileage = \$65 (112 miles x \$.58/mile) = \$479</p> <p>Registrations for Smekens: Writing Remix; 3 participants; Registration = \$1,347 (\$449 x 3) Travel Expenses: Lodging = \$350 (\$175/night x 2 rooms); Food = \$105 (Food per diem \$35/day (due to # of included meals) x 3); Mileage = \$65 (112 miles x \$.58/mile) = \$520</p> <p>Registrations for Smeken 2020 Literacy Retreat; 6 participants; Registration = \$2,880 (\$480 x 6) Travel Expenses: Lodging = \$600 (\$200/night x 3 rooms); Food = \$210 (Food per diem \$35/day (due to # of included meals) x 6); Mileage = \$45 (77 miles x \$.58/mile) = \$855</p> <p>Professional books from conferences attended</p>
Increase Learning Time	<p>Implement a before/after school comprehensive intervention program for students at risk of failure or subgroups with the largest achievement gaps.</p> <p>Analysis of extended learning data at the end of each quarter.</p> <p>Draft and implement an intervention plan to include: academic subjects covered, description of core</p>	Q1 - 4	<p>\$26,100 stipends and benefits - (6 staff members x \$50/hr x 1 hr x 87 days)</p> <p>\$11,750 stipends and benefits –</p>	<p>Student benchmark data will be documented and trend growth data will be reviewed quarterly to determine impact of extended learning time.</p>

	strategies. Assessment/monitoring, routines/procedures, staffing, and transportation.		noncertified support staff (3 staff members x \$25/hr x 1.5 hrs x 87 days)	
Create Community-Oriented Schools	<p>Implement culturally competent programs to increase family and community engagement.</p> <p>Implement a plan for involving parents in the school improvement process/ planning and implementation [i.e., school-decision making]</p> <p>Implement annual survey to collect input about topics of interest and how those topics might be accessible for them [i.e. onsite; webinars; flexible times]</p> <p>Implement evaluation to monitor the family engagement activities to inform programs and improve family engagement.</p> <p>Implement plan for disseminating student progress and how school is meeting goals/challenges.</p> <p>Provide community outreach services to engage families with local agencies as well as the extended services available to the school.</p>	Q1 - 4	<p>\$50,000 Outreach Coordinator [Behavior Intervention Coordinator] \$38,000 salary & \$12,000 benefits</p> <p>\$6,000 stipends & benefits</p>	<p>Point of Contact log will be kept by the Outreach Coordinator to determine the number of families reached.</p> <p>Impact on students will be monitored; including student performance and behavioral data.</p> <p>Parent/student learning nights and Parent/teacher conferences will be held in Spring 2020 (50 teachers x 2 hours).</p> <p>Student Conference feedback will be collected.</p> <p>Agendas for parent/student learning events (Google Classroom night) PBL event</p>
Provide Operational Flexibility	<p>1) Implement “flexibility” plan identifying and describing guidelines and activities to sustain the Transformation model at River Valley Middle School:</p> <ul style="list-style-type: none"> Align flexibility plan w/ Principal Effectiveness System to specific indicators for the Principal Flexibility Plan will include: <ul style="list-style-type: none"> Hiring Staff Master Calendars 	Quarterly	No SIG Funds	<p>1) Implement “flexibility” plan</p> <p>Leading indicators and data dashboards will be monitored quarterly</p> <p>Responsible: Principal, Assistant Principal, Director of Secondary Education, Assistant Superintendent for School Improvement and BLT members</p>

	<ul style="list-style-type: none"> • Professional Development • Increased Learning Time [teachers] • Increased Learning Time [students] • Ongoing, technical assistance [Mentor] Parkview will receive to support the implementation of the Transformation model • Schedule of monthly District/ Principal/ Mentor meetings and focus • Specific indicators and data for each meeting [milestones] 			
Sustain Support	1) Analysis of Flexibility and Sustainability Plan - Implementation Data – <ul style="list-style-type: none"> ▪ Review of leading indicators and data dashboards to ensure adherence to grant protocols. 	Quarterly	No SIG Funds	1) Analysis of Flexibility & Sustainability Plan Leading indicators and data dashboards will be analyzed quarterly Responsible: Principal, Assistant Principal, Director of Secondary Education and BLT members

Part 7: Outcome Artifact

Instructions: Schools will be required to produce a tangible “outcome” piece to be shared with IDOE and to be published on the IDOE website as resources for other schools. This “outcome” piece will serve as the culminating piece of the yearly grant, as well as a piece of monitoring. Possible “Outcome Artifacts could include: mini-lesson video, recording of students working on an activity, WebEx, How-To One-Pager, Blog, Podcast. Outcome Artifacts” should be linked to goals of your SIG grant, as well as one of the following areas: Leadership, Effective Instruction, or Interventions/Data.

Briefly describe what the school will plan to submit as an “Outcome Artifact” for SY 2019-2020 and how this will be aligned to your grant and the key area.



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River Valley Middle School will submit a video that highlights the numerous activities, use of supplies and data outcomes that were made possible through SIG funding. Video segments will be created to define/share lessons learned through the implementation of instructional coaching in Literacy and Numeracy. Instructional coaches, Outreach Coordinator, classroom teachers, students and administrators will provide analysis of the full implementation of the coaching model and share recommendations for other schools seeking to implement a similar model.

Part 8: Budget SY 2019-2020

Instructions: The budget will be completed in a separate Excel workbook for SY 2019-2020, and must include any changes from the original budget submission. Once approved by IDOE, will serve as the operating budget for the duration of the school year, unless otherwise amended and approved by IDOE.



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Superintendent Signature:

Mark Lyth

Date: 7/1/2019

Title I Administrator Signature:

Melissa Brown

Date: 7/1/2019

Principal Signature

Michelle Dyer

Date: 7/1/2019

SIG T003g Budget SY 2019-2020

Complete the budget below:

Object Code		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	Line Totals
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase	General Supplies	Property	Transfer	
		Cert	Noncert	Cert	Non Cert							
11000	Instruction	\$ 20,880.00	\$ 9,790.00	\$ 5,220.00	\$ 1,960.00	\$ -	\$ -	\$ -	\$ 5,884.00	\$ -	\$ -	\$ 43,734.00
21000	Support Services - Student	\$ -	\$38,000.00	\$ -	\$ 12,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 50,000.00
22100	Improvement of Instruction (Professional Development)	\$ 115,800.00	\$ -	\$39,200.00	\$ -	\$17,473.00	\$ -	\$5,297.00	\$ 2,250.00	\$ -	\$ -	\$ 180,020.00
22900	Other Support Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
25191	Refund of Revenue											\$ -
26000	Operation & Maintenance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
27000	Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
33000	Community Service Operations	\$ 5,000.00	\$ -	\$ 1,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 6,000.00
60100	Transfers (interfund)											\$ -
	Column Totals	\$ 141,680.00	\$47,790.00	\$45,420.00	\$ 13,960.00	\$17,473.00	\$ -	\$5,297.00	\$ 8,134.00	\$ -	\$ -	\$ 279,754.00

Indirect Cost Rate %:

0.00

Subtract the amount above \$25,000 (per individual contracted service) from your total budget:

Total after deducting Property: \$ 279,754.00

Total Available for Indirect Costs: \$ -

Amount of Indirect Cost to be used: \$ -

Grand Total After Indirect Cost: \$279,754.00

Budget Narrative

DIRECTIONS: Provide a narrative below on how funding is allocated. E.g. Other Purchase Services: \$1,500-- PD for mentor teachers to attend New Tech training; \$4,000 -- administration team attending NASTID conference

Supplies	Property: Equipment/ Technology
Classroom materials for project-based learning/Professional Development supplies /tutoring	
Professional Services	Other Purchase Services (travel, communication)
Dr. Rhonda Roos (Leadership Mentoring)/ Balanced Math Consultant - Kathleen Wilson	Travel to AMLE, IMLEA, IASP, Smekens conferences

SIG Staffing

Instructions: Complete the SIG Staffing information below

Staff Name	Staff Position	Cert/ Non-Certified.	FTE:	Stipend: Y/N	Split Funded: Y/N	Additional Funding Source	Position Description
Dawn Cunliffe	Instructional Coach	Cert.	1	N	N		Provides support for literacy instruction in classrooms.
Jordan Thompson	Ourtreach Coordinator	Non Cert.	1	N	N		Coordinate afterschool program and community outreath support activities.
Various	Professional Development Stipends	Cert.		Y			Stipends for attending professional development sessions/academies

Various	Parent/Teacher Conferences Parent/Student Learning Opportunities	Cert.		Y			Conferences and parent/student events.
Various	After School Tutoring Instruction	Cert.		Y			Extended learning - afterschool tutoring and enrichment
Various	After School Tutoring - Instructional Support	Non Cert.		Y			Extended learning - afterschool tutoring and enrichment support